

Module 5:

Career Exploration



Agenda

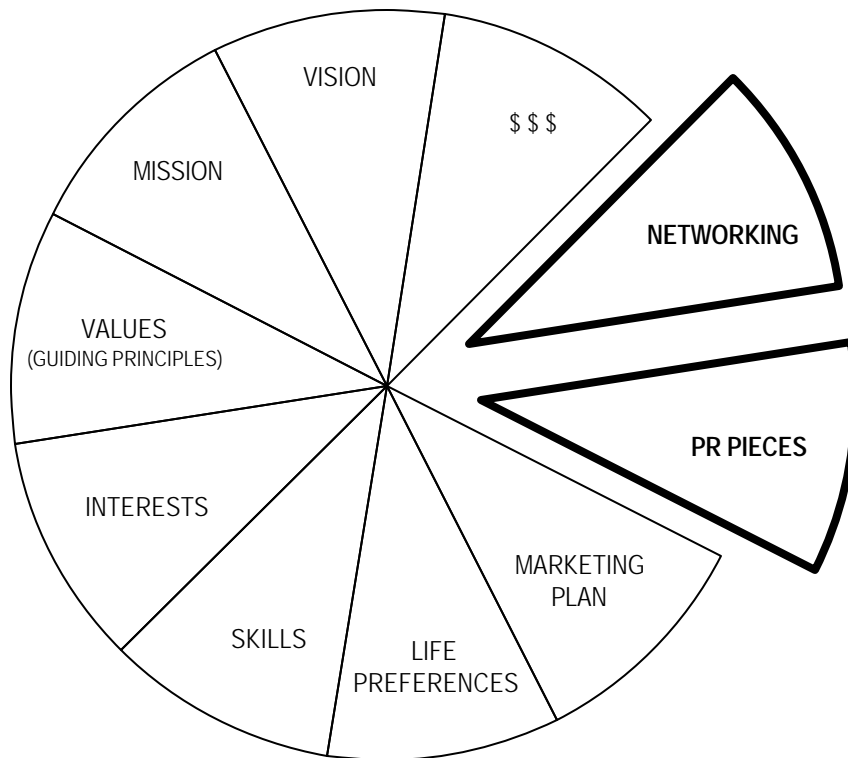
- Introduction
- Career/Job Search Model
- How Employers Look for Applicants
- Three Categories of Research
- Orientation to FSC Job Search Resources
- **Ex:** Research Scavenger Hunt
- Getting Organized
- Juggling Your Time
- Summary
- Evaluation

Objectives

At the end of this module, you'll be able to:

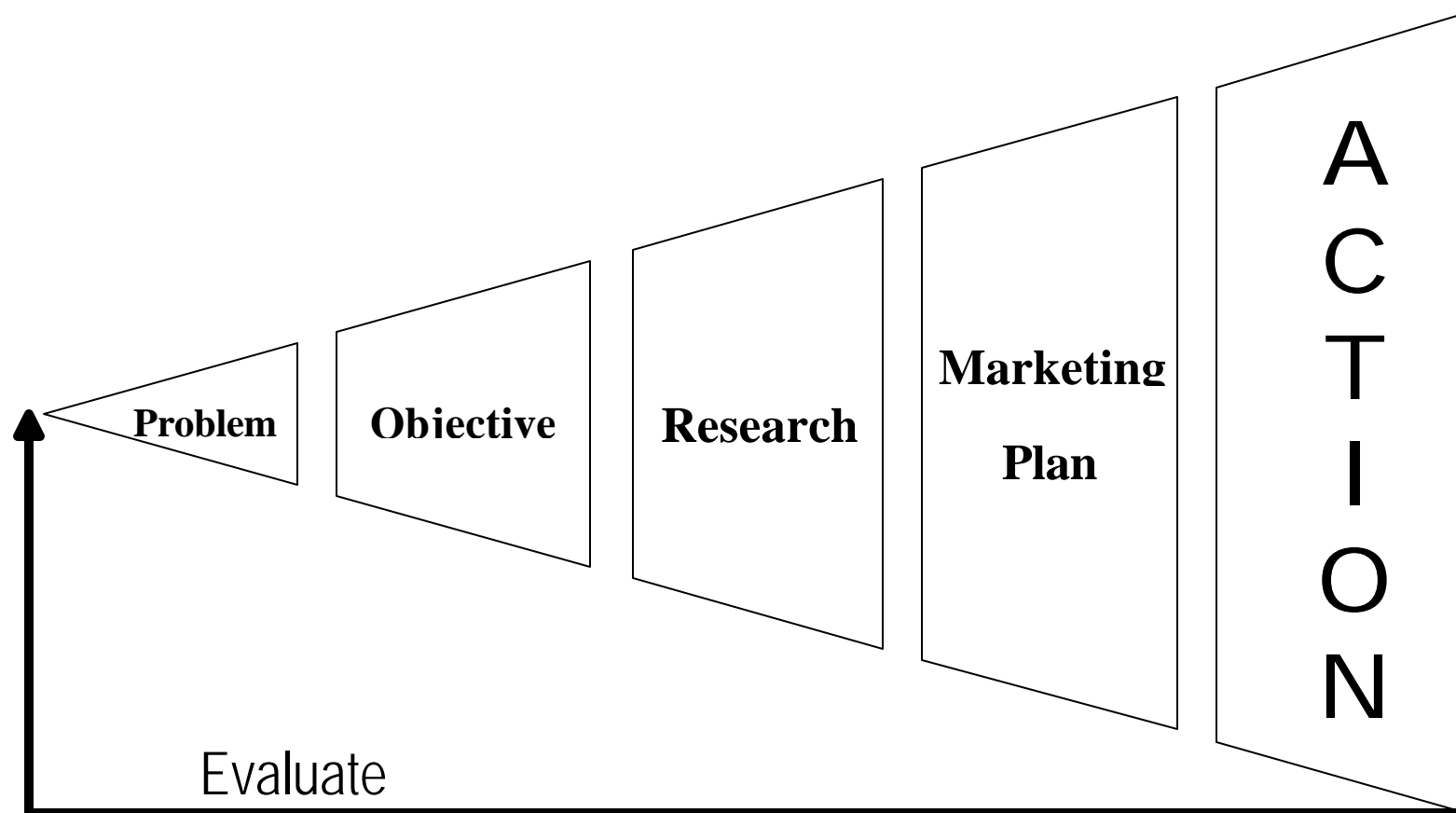
- Identify research techniques for the three categories of research.
- Conduct research on a given job target.
- Identify possible research techniques for your own job targets.

Career Plan



Part of good business strategy is researching your market so that you know where and how to advertise your Career Plan. During this segment you will learn to research and gather information, so you can make informed decisions as you carry out your plan. You will also have an opportunity to look at the importance of time management in your plan.

Career/ Job Search Model



***The Job Search:
Applicant's vs. Employer's***

How Most People Look for Work	How Employers Look for Applicants
Want Ads	Internal Networks
Employment Agencies	Job Postings
Placement Agencies	External Networks
Word of Mouth	Placement Agencies
Direct Employer Contact	Want Ads

The Internet is another way of conducting a job search. The Internet can be accessed at public libraries or the FSC.

Research Activities

1. Reading
2. Ask questions
3. Informational interview
4. Attend workshops and seminars
5. Join clubs
6. Volunteer
7. Request materials
8. Network

Categories of Research

PRINT MEDIA

- Newspapers (business section, want ads)
- Books (ONET/DOL, Dun and Bradstreet)
- Government publications
- Annual reports
- *Commerce Business Daily*
- PR materials/client packets
- Magazines (*Business Week*, *Forbes*, *Fortune*)
- Association directories/newsletters
- Trade and professional journals
- Want ads
- Cable TV
- Qualification Standards
- Bulletin boards
- *Moody's*
- Internet
- Business cards
- *Wall Street Journal*
- *Barron's*

PEOPLE

- Employers
- Friends, neighbors, family
- Peers
- Recruiters
- Head hunters
- Career counselors
- Acquaintances
(e.g., soccer, church, neighborhood associations)
- Association/Chamber presidents
- College professors
- Librarians
- Alumni
- Separated/retired military people
- DOD contractors
- Consultants
- Human Resources
- Stock broker
- Accountants
- Lawyers
- Religious leaders
(e.g., ministers, chaplains, rabbis)

Categories of Research

PLACES/EVENTS

- Employment agencies
- Job fairs
- State Employment Commission
- Association meetings
- Trade associations
- Alumni associations
- Conventions
- Fraternal organizations
- Local fund raisers and benefits
- Trade shows
- Auto shows
- College placement
- Personnel/HR offices of companies
- Family Service Centers (FSCs)
- Chambers of Commerce
- Workshops
- Economic Development Authority
(Business Development Office)
- Bulletin boards
- Veterans Administration
(Veterans specialist)
- High school and college reunions
- Volunteer activities
- Social activities
- TAP/RAP/Army Career Alumni Program
Offices
- Weddings, celebrations
- Places of worship
- Fitness centers
- Employment support groups/job club
- Internet
- Campus
- Golf course
- Mass transit
- Airplanes
- Local fairs
- Open houses

Career Cruising

Assigned Job Category

Information to locate on the assigned category:

- A description of the job—
Resource used:

- Educational level required—
Resource used:

- An opening in the location where you might be transferred—
Resource used:

- A resume example in that field—
Resource used:

- Are there openings in the federal government in that field—
Resource used:

- A company in the area that would use this type of employee—
Resource used:

- An article on the profession—
Resource used:

- Interview questions related to their field—
Resource used:

Getting Organized

Keep the following information in a job search notebook, for each job lead.

1. Newspaper want _____.
2. Information from another _____.
3. A copy of your _____ and cover letter.
4. _____ and roles on correspondences.
5. _____, time, and location of interview, as well as name
of the interviewer.
6. _____ cards.
7. _____ about the company from your research.
8. _____ notes.
9. _____ information.

Juggling Your Time

- Weekly Schedule
- To Do List

Weekly Schedule

	SUN	MON	TUES	WED	THURS	FRI	SAT
7:00							
8:00							
9:00							
10:00							
11:00							
12:00							
1:00							
2:00							
3:00							
4:00							
5:00							
6:00							
7:00							
8:00							
9:00							

Course Date _____ Instructor(s) _____

We want to provide you with the best possible training. Your reactions to this module will help us improve the training. Please circle one of the following five choices for each question:

SA (Strongly Agree); A (Agree); N (Neutral/Unsure); D (Disagree); or SD (Strongly Disagree).

Meeting Course Objectives:

- | | | | | | |
|---|----|---|---|---|----|
| 1. Identify research techniques for the three categories of research. | SA | A | N | D | SD |
| 2. Conduct research on a given job target. | SA | A | N | D | SD |
| 3. Identify possible research techniques for their own job targets. | SA | A | N | D | SD |

Contents:

- | | | | | | |
|---|----|---|---|---|----|
| 4. The amount of information covered was appropriate for the length of this module. | SA | A | N | D | SD |
| If you answered N, D or SD, was the amount of information covered: | | | | | |
| Too much? _____ Too little? _____ | | | | | |
| 5. The learning materials were clear and well organized. | SA | A | N | D | SD |
| 6. The examples used were appropriate for my situation. | SA | A | N | D | SD |

Instructor(s):

- | | | | | | |
|---|----|---|---|---|----|
| 7. The instructor(s) presented information clearly and understandably. | SA | A | N | D | SD |
| 8. The instructor(s) was/were available and responded to my questions and concerns. | SA | A | N | D | SD |

Course Administration:

- | | | | | | |
|--|----|---|---|---|----|
| 9. The length of the module was appropriate. | SA | A | N | D | SD |
| If you answered N, D or SD, was the module: | | | | | |
| Too long? _____ Too short? _____ | | | | | |
| 10. The classroom was comfortable. | SA | A | N | D | SD |
| 11. Breaks were adequate and well spaced. | SA | A | N | D | SD |

Overall:

- | | | | | | |
|---|----|---|---|---|----|
| 12. There was a good balance between exercises and lecture. | SA | A | N | D | SD |
| 13. I feel that I understand the ideas underlying the content we covered. | SA | A | N | D | SD |
| 14. How did you hear about this course? | | | | | |

Comments: (Use back if necessary)

